Psikologi Pendidikan

Runi Rulanggi-FHB UPJ

NEXT

Education is the most powerful weapon which you can use to change the world.
–Nelson Mandela–

Selamat datang

Di Kelas Psikologi Pendidikan

BEHAVIORAL AND SOCIAL COGNITIVE APPROACHES

WHAT LEARNING IS AND IS NOT

- learning can be defined as a relatively permanent influence on behavior, knowledge, and thinking skills, which comes about through experience.

APPROACHES TO LEARNING

- Behavioral
  - **Behaviorism** is the view that behavior should be explained by observable experiences, not by mental processes.
- **Cognitive**
  - We discuss four main cognitive approaches to learning : social cognitive; information-processing; cognitive constructivist; and social constructivist. The *social cognitive* approaches, which emphasize how behavior, environment, and person (cognitive) factors interact to influence learning, will be covered later in this chapter (Bandura, 2012, 2015).
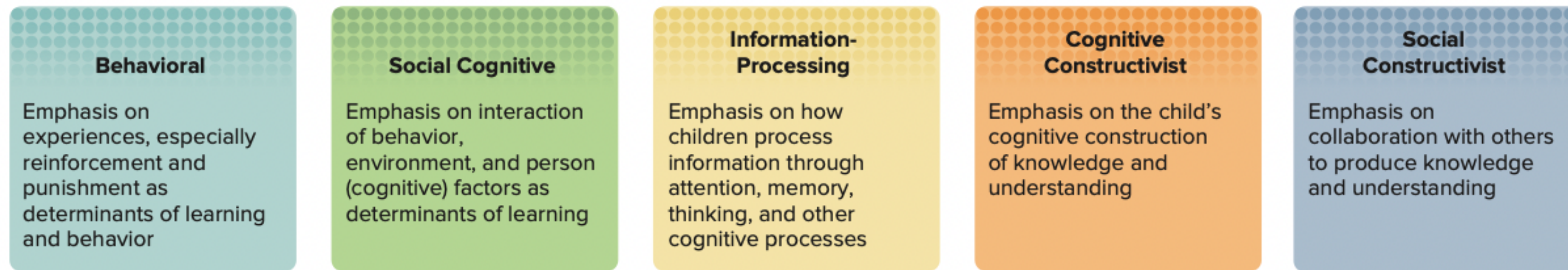
LEARNING APPROACHES

Behavioral

Emphasis on experiences, especially reinforcement and punishment as determinants of learning and behavior

Social Cognitive

Emphasis on interaction of behavior, environment, and person (cognitive) factors as determinants of learning

Information-Processing

Emphasis on how children process information through attention, memory, thinking, and other cognitive processes

Cognitive Constructivist

Emphasis on the child's cognitive construction of knowledge and understanding

Social Constructivist

Emphasis on collaboration with others to produce knowledge and understanding

FIGURE 1 APPROACHES TO LEARNING

CLASSICAL CONDITIONING

CLASSICAL CONDITIONING

CLASSICAL CONDITIONING

- Classical conditioning is a type of learning in which an organism learns to connect, or associate, stimuli. In classical conditioning, a neutral stimulus (such as the sight of a person) becomes associated with a meaningful stimulus (such as food) and acquires the capacity to elicit a similar response.
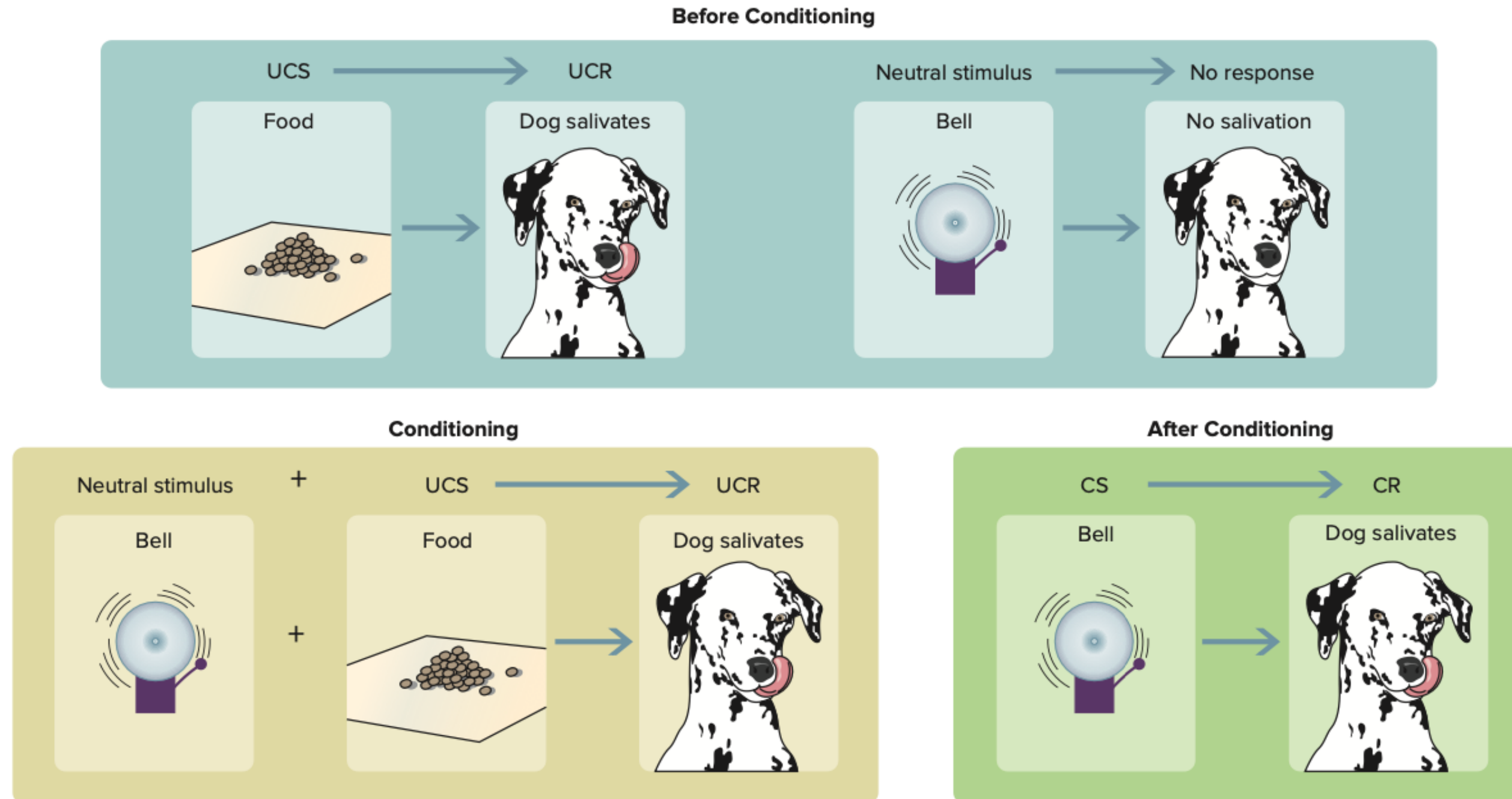
Before Conditioning

UCS → UCR   Neutral stimulus → No response

Food   Dog salivates   Bell   No salivation

Conditioning

Neutral stimulus + UCS → UCR

Bell + Food → Dog salivates

After Conditioning

CS → CR

Bell → Dog salivates

FIGURE 2   PAVLOV'S CLASSICAL CONDITIONING

In one experiment, Pavlov presented a neutral stimulus (bell) just before an unconditioned stimulus (food). The neutral stimulus became a conditioned stimulus by being paired with the unconditioned stimulus. Subsequently, the conditioned stimulus (bell) by itself was able to elicit the dog's salivation.

Generalization, Discrimination, and Extinction

- Generalization in classical conditioning involves the tendency of a new stimulus similar to the original conditioned stimulus to produce a similar response
- *Discrimination* in classical conditioning occurs when the organism responds to certain stimuli but not others.
- Extinction in classical conditioning involves the weakening of the condi- tioned response (CR) in the absence of the unconditioned stimulus (UCS).

Systematic Desensitization

- Systematic desensitization is a method based on classical conditioning that reduces anxiety by getting the individual to associate deep relaxation with successive visualizations of increasingly anxiety-producing situations.

OPERANT CONDITIONING

- Operant conditioning (also called instrumental conditioning) is a form of learning in which the consequences of behavior produce changes in the probability that the behavior will occur
- reinforcement (reward) A consequence that increases the probability that a behavior will occur.
- .punishment A consequence that decreases the probability that a behavior will occur.
- positive reinforcement Reinforcement based on the principle that the frequency of a response increases because it is followed by a rewarding stimulus.
- negative reinforcement Reinforcement based on the principle that the frequency of a response increases because an aversive (unpleasant) stimulus is removed.

Positive Reinforcement

Behavior:
Student asks a good question

Consequence:
Teacher praises student

Future behavior:
Student asks more good questions

Negative Reinforcement

Behavior:
Student turns homework in on time

Consequence:
Teacher stops criticizing student

Future behavior:
Student increasingly turns homework in on time

Punishment

Behavior:
Student interrupts teacher

Consequence:
Teacher verbally reprimands student

Future behavior:
Student stops interrupting teacher

ABA IN EDUCATION

INCREASING DESIRABLE BEHAVIORS

- Choose Effective Reinforcers
- Make Reinforcers Contingent and Timely
- Consider Contracting
- Use Negative Reinforcement Effectively
- Use Prompts and Shaping

DECREASING UNDESIRABLE BEHAVIORS

- Use differential reinforcement.
- Terminate reinforcement (extinction).
- Remove desirable stimuli.
- Present aversive stimuli (punishment).

SOCIAL COGNITIVE APPROACHES TO LEARNING

- Social cognitive theory states that social and cognitive factors, as well as behavior, play important roles in learning.
- reciprocal determinism model consists of three main factors: behavior, person/cognitive, and environment.

SOCIAL COGNITIVE APPROACHES TO LEARNING

FIGURE **7** BANDURA'S SOCIAL COGNITIVE THEORY

Bandura's social cognitive theory emphasizes reciprocal influences of behavior, environment, and person/cognitive factors.

social cognitive theory Bandura's theory that social and cognitive factors, as well as behavior, play important roles in learning
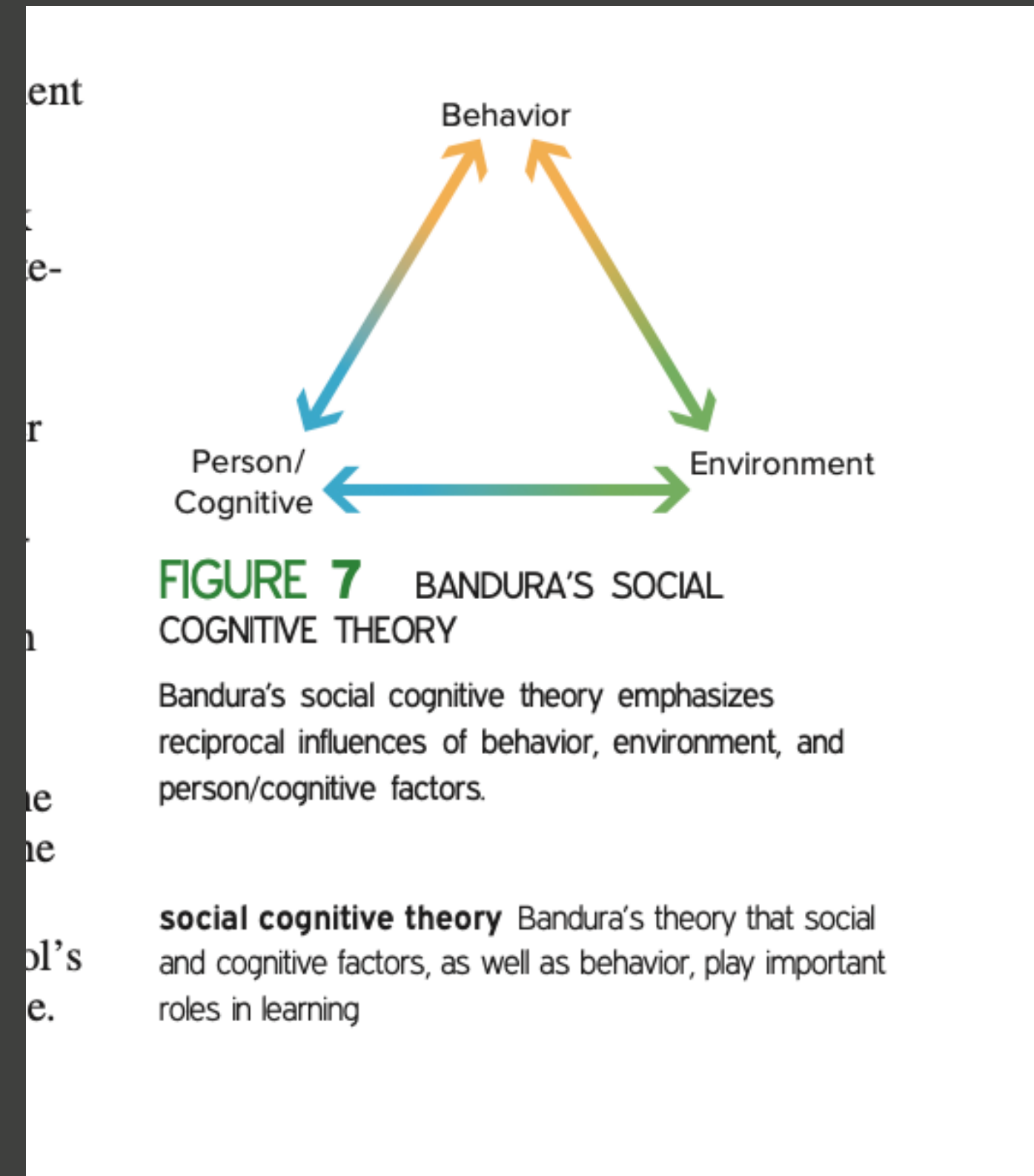
SOCIAL COGNITIVE APPROACHES TO LEARNING

FIGURE 8   BANDURA'S MODEL OF OBSERVATIONAL LEARNING

In Bandura's model of observational learning, four processes need to be considered: attention, retention, production, and motivation. *How might these processes be involved in this classroom situation in which a teacher is demonstrating how to tell time?*

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Referensi :

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